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THE CURRICULUM OF THE MODERN SIX-YEAR SECONDARY SCHOOL

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It is understood in the beginning that the first six years of the school have been devoted to the acquirement of technique in the foundations of common knowledge. Children who have completed their sixth year are presumed to have learned to write, to read simple English, and to have mastered the simpler arithmetical operations. In any well-organized school they will have had some training in the use of their hands with pencil, crayon, brush, and simple tools, and some experience in physical culture and music. With all this preliminary training in the technique of the common branches they should be prepared to enter the six-year secondary school, where they will apply their knowledge of reading to the acquirement of ideas; their knowledge of arithmetic to the solution of home and community problems; their spelling and writing to the production of simple original compositions; and their practice in drawing and the use of tools to simple designs of their own making.

With the entrance of the pupil into the six-year secondary school it is necessary to offer him a varied course of activities, some with one purpose, some with another. No curriculum can be considered rational which does not aspire to these three aims: (1) to prepare for citizenship; (2) to prepare for vocations; (3) to open highways for artistic and aesthetic pursuit.

The following is an attempt to organize the curriculum of the modern school in accordance with these aims. The table is an attempt to classify the subjects of instruction (few of which are not already in practical operation in good schools) in order to carry these ideals into practice, so far as that can be done.

The aims of the secondary schools are (1) to prepare for citizenship; (2) to prepare for vocations; (3) to prepare for avocations.

1. (a) All citizens have certain common duties and common responsibilities.

b) The high school must definitely plan part of its curriculum to prepare for these common responsibilities and duties.

c) All pupils should be required to study such subjects. These subjects will be called "constants." The time allotment for these subjects will be in proportion to their importance as factors in citizenship and is therefore subject to variation.

d) It is agreed that self-expression in a common language is the chief factor in community welfare. Training in reading and writing English will be, therefore, the largest constant in the reorganized curriculum.

e) It is agreed that a knowledge of history, civics, and the elements of sociology is necessary to the intelligent performance of the duties and responsibilities of citizens in a democracy. These social sciences will therefore form a group of constants second only in importance to the study of English.

f) It is agreed that some knowledge of hygiene and sanitation, both personal and community, is an essential to useful citizenship. The curriculum must provide some training in this line, partly expressed in sociology, but mainly expressed by well-planned work in physical culture.

g) It is agreed that a working knowledge of arithmetic as applied to the solution of home and community problems is essential to successful membership in the citizen body.

h) It is debatable whether home economics for girls can be dealt with in a sufficiently broad way to justify inclusion as a constant for girls.

2. All young people are expected to work in the community. Each pupil must therefore choose a vocation. This vocation may be in the field of (a) industry, (b) commerce, or (c) the "professions." The high school must therefore offer studies which prepare for all these groups. Its course must include "group constants" for each set of vocations. For the "professions" these group constants will be sufficiently expressed in the traditional college preparatory studies; for the students in commerce, the traditional commercial course; for the pupils who go into industry,

	Vocational			Constants	Avocational
Grade VII.....	<div>Industrial drawing</div> <div>Woodwork</div> <div>Agriculture</div>			English History (general) Geography Arithmetic Physical training	Freehand drawing Music Foreign language (direct method)
Grade VIII.....	<div>Industrial drawing</div> <div>Wood and metal work</div> <div>Agriculture</div>			English U.S. history and civics Arithmetic General science Physical training	Freehand drawing Music Foreign language
Grade IX.....	Industry	Commerce	Profession	English Physical training	Drawing Modeling in clay Music Elections from vocational or professional groups
	Mechanical drawing Industrial history Physics and chemistry Wood, metal, or cement Agriculture Home economics	Commercial arithmetic Bookkeeping (two-year course in commerce)	Algebra Foreign language History and science		
Grade X.....	Mechanical drawing Industrial sanitation Wood, metal, or cement Agriculture Home economics	Bookkeeping Commercial geography (two-year course in commerce)	Geometry Language Science	English Mediaeval and modern history Physical training	Drawing Painting Music Elections from vocational or professional groups
Grade XI.....	As above			English Physical training	Drawing Painting Arts and crafts Dramatics Public speaking Elections from other groups Music
Grade XII.....	As above			English U.S. history Civics Physical training	Drawing Painting Arts and crafts Music Elections from other groups

the basic studies for all industrial pursuits. It is proposed that the following subjects be recognized as group constants for their respective vocations:

a) *Industry*.—Industrial history; industrial sanitation; properties of matter (elementary physics and chemistry); manipulation of tools (manual training); drawing, both freehand and mechanical.

b) *Commerce*.—Group constants as determined by active business practice; penmanship, letter-writing, commercial law, book-keeping, stenography, typewriting, office practice.

c) *Professions*.—Group constants determined by college entrance requirements and professional school requirements.

3. The school must contribute to the joys as well as the necessities of living. Every person should have a hobby, and if the school can make this hobby a means of culture and enjoyment that becomes one of its most useful aims. All avocational subjects should be freely elective. The time allotment for such work will be determined largely by the requirements of the general constants and the group constants. Such subjects are art, music, foreign languages, advanced sciences and literature, history, dramatics, and public speaking.

The table shows the subjects of the curriculum arranged in their several groups as proposed for the reorganized high-school curriculum.

It is immaterial whether the work of the entire six years be done as one unit, or be divided into two parts, one consisting of Grades VII and VIII, or VII, VIII, and IX, the other of Grades IX, X, XI, and XII, or X, XI, and XII. In small cities the entire course can probably be administered in one building. In larger cities, because of distance, school authorities may find it advisable to do the work of the two or three lower grades in several centers. It will be noticed that very little special equipment is needed until the beginning of the tenth grade. One point, however, must be emphasized. In whatever way the work is administered, the professional qualifications (and the pay also) of the teachers in the seventh, eighth, and ninth grades must be at least as high as those of teachers in the upper grades.